

RIVER SPRINGS ELEMENTARY

115 Connie Wright Road
Irmo, SC 29063

GRADES K-5 Elementary School

ENROLLMENT 819 Students

PRINCIPAL Lynn B. Robertson 803-732-8147

SUPERINTENDENT Dr. Dennis O. McMahon 803-732-8000

BOARD CHAIR Cindy Sweigart 803-781-6358

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
14	0	0	0	0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

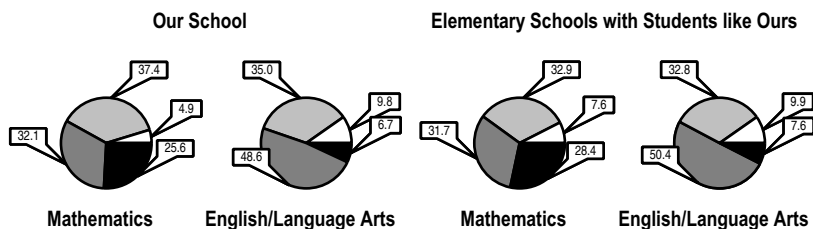
FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Good	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	54	138	110
Percent satisfied with learning environment	96.2%	95.6%	94.4%
Percent satisfied with social and physical environment	100.0%	94.8%	82.4%
Percent satisfied with home-school relations	98.1%	96.4%	94.5%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	413	99.8	9.8	35.0	48.6	6.7	55.3	17.6
Gender								
Male	202	99.5	10.0	43.7	41.6	4.7	46.3	17.6
Female	211	100.0	9.5	26.6	55.3	8.5	63.8	17.6
Racial/Ethnic Group								
White	287	99.7	6.9	30.4	55.1	7.6	62.7	17.6
African-American	103	100.0	17.9	48.4	29.5	4.2	33.7	17.6
Asian/Pacific Islander	9	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	6	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	358	99.7	6.8	35.3	50.7	7.1	57.9	17.6
Disabled	55	100.0	28.8	32.7	34.6	3.8	38.5	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	413	99.8	9.8	35.0	48.6	6.7	55.3	17.6
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	411	99.8	9.8	35.1	48.5	6.7	55.2	17.6
Socio-Economic Status								
Subsidized meals	58	100.0	29.6	40.7	27.8	1.9	29.6	17.6
Full-pay meals	355	99.7	6.6	34.0	51.9	7.5	59.4	17.6

Mathematics								
All students	413	100.0	4.9	37.4	32.1	25.6	57.7	15.5
Gender								
Male	202	100.0	3.7	36.6	32.5	27.2	59.7	15.5
Female	211	100.0	6.0	38.2	31.7	24.1	55.8	15.5
Racial/Ethnic Group								
White	287	100.0	2.9	30.7	35.7	30.7	66.4	15.5
African-American	103	100.0	11.6	55.8	22.1	10.5	32.6	15.5
Asian/Pacific Islander	9	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	6	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	358	100.0	3.6	36.4	33.1	26.9	60.1	15.5
Disabled	55	100.0	13.5	44.2	25.0	17.3	42.3	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	413	100.0	4.9	37.4	32.1	25.6	57.7	15.5
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	411	100.0	4.9	37.5	32.1	25.4	57.6	15.5
Socio-Economic Status								
Subsidized meals	58	100.0	16.7	57.4	16.7	9.3	25.9	15.5
Full-pay meals	355	100.0	3.0	34.2	34.5	28.3	62.8	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	158	N/A	5.7	21.5	53.8	19.0	72.8
	Grade 4	161	N/A	8.1	43.1	43.8	5.0	48.8
	Grade 5	158	N/A	5.7	43.0	44.3	7.0	51.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	136	100.0	3.9	17.2	68.0	10.9	78.9
	Grade 4	128	100.0	6.7	34.2	50.8	8.3	59.2
	Grade 5	149	99.3	17.7	51.8	29.1	1.4	30.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	158	N/A	7.6	31.0	31.6	29.7	61.4
	Grade 4	161	N/A	10.6	29.4	23.8	36.3	60.0
	Grade 5	158	N/A	9.5	34.2	25.9	30.4	56.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	136	100.0	1.6	33.6	42.2	22.7	64.8
	Grade 4	128	100.0	2.5	33.3	32.5	31.7	64.2
	Grade 5	149	100.0	9.9	44.4	22.5	23.2	45.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 819)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.7%	No change	1.2%	2.4%
Attendance rate	97.9%	Up from 96.9%	96.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	37.7%	Down from 39.0%	42.9%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	3.7%	Up from 3.5%	4.7%	8.0%
Older than usual for grade	0.4%	Up from 0.3%	0.5%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 62)				
Teachers with advanced degrees	48.4%	Down from 49.3%	55.1%	50.0%
Continuing contract teachers	80.6%	Down from 84.1%	90.8%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	78.5%	Down from 83.7%	88.5%	86.2%
Teacher attendance rate	92.4%	Down from 94.4%	96.3%	95.3%
Average teacher salary	\$38,312	Up 0.3%	\$40,921	\$39,909
Prof. development days/teacher	10.1 days	Up from 9.3 days	10.0 days	11.4 days

School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio	20.3 to 1	Up from 19.7 to 1	20.4 to 1	18.9 to 1
Prime instructional time	89.8%	Down from 90.4%	91.8%	89.7%
Dollars spent per pupil*	\$5,546	Up 8.6%	\$5,546	\$5,892
Percent spent on teacher salaries*	70.2%	Up from 70.0%	70.2%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 98.1%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

For six years, River Springs Elementary School's academic success has been driven by a strong sense of community. Students, parents, faculty and staff work together to fulfill a shared vision of educational excellence. The 2002-2003 school year was an award-winning one at River Springs Elementary (RSES). For the second consecutive year, River Springs was recognized as a Palmetto Gold School. River Springs also earned the distinction as a South Carolina Red Carpet School.

At River Springs Elementary, the outstanding School Improvement Council and Parent-Teacher Organization provide many contributions of time, resources and support to our students and teachers. The School Improvement Council was named a finalist in the Dick and Tunky Riley School Improvement Council Awards program. The PTO raised more than \$50,000 to support educational initiatives, and helped to facilitate the involvement of volunteers lending the school support as tutors, mentors, chaperones and coordinators of special programs and events.

Students continue to excel in local, regional, state and national competitions. For the second consecutive year, a RSES third-grade student is the National Winner in the Mathfax competition. Six students gained acceptance to the Tri-District Arts Consortium. Three students were selected for the Elementary All-State Chorus and many others participated in the District's Honors Choir. Individual students and the Student Council were also recognized for community service projects in conjunction with local agencies and service organizations.

Teachers at River Springs Elementary continue to gain professional recognition. One teacher earned National Board Certification and several have completed all requirements for certification and await national certification test results. The National Schools of Character recognized the Handy Helpers program implemented by the guidance department as a "Promising Practice."

River Springs Elementary has undergone many changes over the course of its six year existence. We have seen the community around us grow at a dramatic rate and have watched our student population more than double in size. However, despite our tremendous growth, we have never lost sight of our desire to provide a warm, inviting, child-friendly learning community.

Lynn B. Robertson, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.